

CHAPTER II

LITERATURE REVIEW

2.1 Narratology

Fludernik (2009, p. 8) in *Introduction to the Narratology* said, “*Narratology is the study of narrative as a genre and have objectives to describe the constants, variable and combination typical of narrative and these characteristic of narrative text connect within the framework of theoretical models (typologies)*”. Fludernik’s statement explains by using the study of narratology, an analysis of a narrative that can be used to analyze the narration. For example an analysis that uses theories or explanation about plot. The plot in this context is the explanation of the event – the situation on a narrative. The events narrated by the narrator are situations, events, or thoughts narrated by the narrator in the form of character in the narrative.

Thus, it can be said that the event is one of the most important thing in narrating a narrative. Through the explanation of the event on a narrative, both event and time associated with the event can be arranged appropriate with the plot that has been made by the narrator.

Therefore, in this study the researcher adapted the plot as one of the topics to be discussed. In addition, the researcher also adopted *psychoanalysis* as a topic to applicate in this research. To apply both topics to R. J. Palacio, the researcher use a statement by Sigmund Freud (1897) about *psychosexual development* and Jacques Lacan (1936) about imaginary order or *mirror stage*.

2.2 Psychoanalysis

Psychoanalysis is a discipline to the study of psychic life, aiming to cure diseases of the soul. The founding father of psychoanalysis is Sigmund Freud (1856-1939) psychoanalysis is not simply a branch of medicine or psychology; it helps understand philosophy, culture, religion, and literature (Michaud, n.d.). Psychoanalysis was born of the self-analysis by Freud in 1897. At first psychoanalysis is identical with Sigmund Freud, so the use of the term of psychoanalysis initially has the same meaning and term. However, as the widespread acceptance of psychoanalysis in the various scientific spaces of term is no longer identically with Freud as its founder.

One of the most important followers of Freud is Jacques Lacan (1901-1981), a France psychoanalyst. Lacan's work has transformed psychoanalysis, as a theory of the unconscious mind and a clinical practice. Over 50 per cent of the world's analysts now employ Lacanian methods and at the same time, Lacan's influence beyond the confines of the consulting room unsurpassed among modern psychoanalytic thinkers (Homer, 2004, p. 1). Lacan's famous theory of the 'mirror stage' was first presented in 1936. This theory happened when the child sees its own reflection in the mirror and begins to conceive of itself as a unified being and enters into the essentially language system which is concerned with lack and separation (Barry, 2002, p. 80).

Some critics gave their awareness to the Freudian and Lacanian theory about psychoanalysis. They focus is on to unconscious and feelings, instead of

digging the characterization or the author, they tried to ‘deconstruct’ the contradictory undercurrents of meaning inside the text itself. They also see the literary text as a demonstration about what Lacanian views in language (Barry, 2002, p. 80). Therefore deconstruction would produce the deep meaning of the hidden meaning in the text.

2.3 Freudian Psychoanalytic Theory

Freud’s greatest contribution in psychoanalysis is his discovery in unconscious and his pressure that people are motivated by drives which they have awareness or not (Feist, 2005, p. 23). For Freudian psychology, conscious, preconscious, and unconscious is three steps of mental life levels to know the process located inside the human mind. The specific location of the three steps mental life level is merely hypothetical. However, Freud added that the unconscious as well as unconscious process (Feist, 2005, p. 24).

2.3.1 Mental Life Level

Inside any person’s mind existed the two levels of mental life, **unconscious** and the **conscious** (Freud in Feist, 2005, p. 23-25). The Unconscious has two different levels, unconscious proper and the Preconscious. The unconscious contains all drives, urges, or instincts that are beyond our awareness but that nevertheless motivate most of our words, feelings, and actions. We may be conscious of behaviours, but we often not aware about the mental process

behind it. Freud in *psychodynamic theories* suggests some of which may even seem irrational, such as a man love a woman without fully understands the reason for the attraction.

1. Unconscious

The unconscious is the explanation for the meaning behind dreams, and certain kinds of forgetting called repression (Freud 1917/1963). Freud used the analogy a censor blocking the unconscious of not allowing a memory, feeling, or desire to be expressed and entering awareness. Unconscious drives may appear in consciousness, but only after undergoing certain transformations. Consciousness can be defined as those mental elements in awareness at any given point in time (Freud in Feist, 2005, p. 24).

2. Preconscious

The memories we are not thinking at the moment but already in our mind. This is what we call "available memory" (Freud in Boeree, 1997, p. 5). The content of preconscious comes from two mind sources; conscious perception and the unconscious. Preconscious has a role as a transitory period before forwarded to conscious mind.

3. Conscious

The conscious mind is what we are aware of at any particular moment, our perceptions, memories, thoughts, and also feelings (Freud in Boeree, 1997,

p.5). Anything that can easily be made conscious, the memories we are not thinking about but can readily bring to mind. Freud suggested that these (preconscious and conscious) are the smallest parts in human mind.

2.3.2 Personality Structure

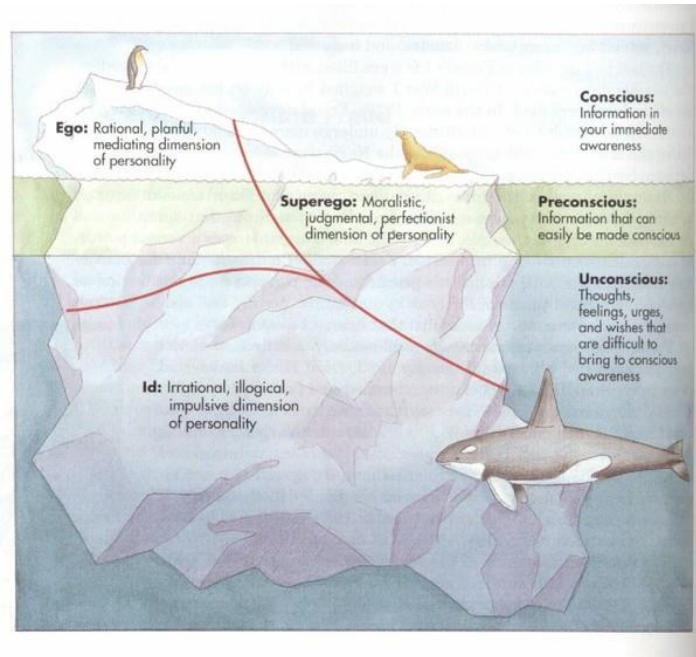
Freudian theory is full with object, among them; the organism is a very special object. The organism lives with acts to be hungry, survive, and reproduce; it is guided toward those ends by its needs – they are hunger, thirst, want to sex and any thing about desire that should be release. A very important part that lives in organism is the nervous system. This has as one its characteristics sensitivity to the organism's needs. Since we born, the nervous system is like animal but smaller than any other animal, called **id**. The nervous sytem like id translates the desire needs to be an instinct or wishes. This translation from need to wish is called the **primary process**. The id aims to satisfy our biological urges and drives. Works in keeping with the **pleasure principle**, the id can be understood as a demand to take care of needs immediately. We can see the example of id from infant's cry. The parents don't know what it wants; it just knows that it wants it and it wants it now.

Fortunately, there is a small part of mind inside the organism, the conscious. This small part begins developing in childhood and can be interpreted as the "self." Some of the "it" becomes "I" some of the id becomes "ego" (Freud in Boeree, 1997, p. 5). The ego is partly conscious and partly unconscious. The ego operates according to the reality principle; that is, it attempts to help the id get

what it wants by judging the difference between real and imaginary. If a person is hungry, the id might begin to imagine food and even dream about food. The ego, however, will try to determine how to get some real food. The ego helps a person satisfy needs through reality. This problem-solving activity is called the secondary process (Freud in Boeree, 1997, p. 5).

However, as the ego struggles to keep the id happy, it meets the block or some obstacle in real life. The id often keeps track of the rewards and punishments and also the obstacle and aides from two influential major object for children – mother and father. This term of avoiding and strategies to take become the superego. Superego includes the moral idea that a person learns within the family and society (Freud in Boeree, 1997, p. 6). It is completed until seven years old, but for some peoples it never completed.

Freud in *Beyond the Pleasure Principal* (1920) gives a brief definition of superego branches into two categories; the superego gives people feelings of pride when they do something correct called ego ideal and feelings of guilt when they do something they consider to be morally wrong is conscience. Then he continues that the superego, like the ego, is partly conscious and partly unconscious. The superego is a child's moral barometer, and it creates feelings of pride and guilt according to the beliefs that have been learned within the family and the culture. Freudian theory believes personality structure is a true stage theory that we as a mankind go through and close to these stage (Freud in Boeree, 1997, p. 12).



Source: gavsappsychosexualitybiggins10.weebly.com

Mental life level and the personality structure can be represented by a form of iceberg. The tip of the iceberg above the water is what we call the conscious mind. The biggest and hidden part beneath the water is the unconscious. The preconscious awareness located between the tip of the iceberg and the hidden part beneath the water as an accessible transitory of them.

2.3.3 Stages of Psychosexual Development

Sigmund Freud (1905) proposed that psychological developmental in mental life level takes place in a series of fixed psychosexual stages. The theory of psychosexual, however, is an integral part of the psychodynamic personality theory over five different stages (Freud in Philip, 2011, p. 193). These are called psychosexual stages because each stage represents the fixation of libido (sexual drives or instinct) on a different area of the body. Technically, fixation is the

permanent attachment of the libido onto an earlier, more primitive stage of development (Freud 1917/1963). Fixation refers to the theoretical assumption that a portion of the individual's libido has been permanently 'planted' in a particular stage of the development.

In the first stage of psychosexual stages by Freud, the libido is became the centered in Infant's mouth, because the mouth is the first organ to provide infant with pleasure. So, Freud called it as oral phase (Freud in Feist, 2005, p. 48). Infant gets much satisfaction from putting all sorts of things in its mouth to satisfy the libido and also id demands. Freud in *Beyond the Pleasure Principal* (1920) said the mouth become erogenous zone or a sensitive zone of the body and could lead to an oral fixation in later life. We see oral personalities all around us such as sucking candy, chewing gum, and smoking cigarettes also when they under stress oral behaviours often occur with nail-biting, finger-chewing, and thumb sucking (Freud in Feist, 2005, p. 48).

During the first year of life, the libido now becomes focused on the anus and the child derives great pleasure sensation excretion and later there is erotic stimulation of the anal mucosa through retention of feces (Freud in Philip, 2011, p. 184). In the anal stage the child is being toilet trained and is learning to hold in and to let out at appropriate times. Therefore, Freud proposed that personality traits related to either holding in or letting out were formed during the anal stage. During the oral and anal stages, no basic distinction exists between male and female psychosexual growth. Children of either gender can develop an active or a

passive orientation. However, either orientation, or any combination of the two phases, can develop in both girls and boys (Freud in Philip, 2011, p. 190).

At approximately 3 or 4 years of age, children begin a third stage of infantile development the phallic stage, when sensitivity now becomes concentrated in the genitals area and masturbation becomes a new source of pleasure. The child become aware of anatomical sex differences, which sets in motion the conflict between erotic attraction, rivalry, jealousy and fear which Freud called *Oedipus complex* (on boys) and *Electra complex* (on girls). However, their experience with the Oedipus complex plays an even more crucial role in their personality development (Freud in Feist, 2005, p. 30).

The most important aspect of the phallic stage is the Oedipus complex. Freud (1925/1961) believed that the child wants to be his father. Later he develops a sexual desire for his mother; that is, he wants to 'have' his mother. The name of Oedipus complex derives from the Greek myth by Sophocles in which Oedipus, a young king of Thebes, is destined by fate to kill his father and marry his mother (Freud in Feist, 2005, p. 50). Oedipus complex represents the climax of the development of infantile sexuality (Freud in Philip, 2011, p. 185).

The child goes into latency period at the close of the fifth or sixth until twelfth years old. This stage happened when the state of repression of the sexual desires are held. The pregenital impulses are reactivated with the beginning of adolescence and the person passes into the genital stage of development (Freud in Philip, 2011, p. 183).

Lacan's version of psychosexual development organized around the subject's ability to recognize iconic signs and language (Felluga, 2011, p. 2). According to Lacan, that is quite different from Freud's psychosexual stages development with the rough ages providing acknowledgment that development varied and exist simultaneously within an individual.

This is the stage, then, when you were closest to the pure materiality of existence, or what Lacan terms Pre-oedipal or "The real." Lacan traces the origin of the Real in Aristotle's '*Tuche*' which means 'search for cause' (Qazi, 2011, p. 10). This stage exists when the child is in 0-6 months began with fragmented into specific erogenous zones (mouth, anus, penis, vagina), encouraged by the fact to pay a special attention to these body parts (territorialization) (Felluga, 2011, p. 2).

The imaginary order, this concept corresponds to the "Mirror stage" and the need of the subject from primal needs to "demand" (Felluga, 2011, p. 6). This stage happened when the child reach 6-18 months was a central moment in child development. The "mirror stage" caused by the young child's identification with his own image (ideal ego or I). Lacan in "Mirror stage" was to combine the distinction between subject and ego with an understanding of the role of images and the constructed nature of the self through the philosophical category of the dialectic (Qazi, 2011, p. 6).

Lacan as cited in *Lacanian concepts – Their Relevance to Literary Analysis and Interpretation: A Post Structural Reading* by Qazi in 2011, "the mirror stage initiates the child into the two-person structure of imaginary

identifications, *self* and *other*, orienting it forever towards identification with dependence on images and representations for its own forms.”

The Symbolic Order, the symbolic order is about language and narrative when the child reaches 18 months to 4 years old age. The symbolic order or the big other is whereas the imaginary is about equation and identifications of language and symbols (Felluga, 2011, p. 7). According to Lacan, once child enters into language and accept the rules, it is able to deal with others and this acceptance of language rules is directed with Oedipus complex. Oedipus complex is a desire for sexual involvement with the parent of the opposite sex, which produces a sense of competition with the parent of the same sex and a crucial stage in the normal developmental process (Freud as cited by Ahmad, 2012, p. 64). During this period, the child acquires language including its initiation into the symbolic order with the intimate union relation with mother; for language is foremost a symbolic system of signification. Language is empty because it is an endless process of difference and absence. Lacan marks, human language works by lack designated by signs point to the fact that words have meaning only by the absence and exclusion of others.

2.4 Lacanian Psychoanalytic Theory

Over 50 per cent of the world’s analysts lay on Lacanian theory with such diverse discipline as a literature, gender and social theory (Homer, 2004, p. 1-14). Lacanian ideas first entered the humanities departments of British universities through the simultaneous publication of two texts: Alan Sheridan’s translations of

Ecrits: a Selection and *The Four Fundamental Concepts of Psycho-Analysis* both published in the UK in 1977 (Homer, 2004, p. 8).

Sean Homer in *Routledge Critical Thinker: Jacques Lacan* tells that Lacan's first important innovation in the field of psychoanalysis took place in 1936, practising as a psychiatrist and still in psychoanalytic training when he was 35. At the fourteenth congress of the International Psycho-Analytical Association, held at Marienbad, Lacan presented a paper entitled 'Le stade du miroir', later translated into English as 'The Mirror Stage'.

2.4.1 The Mirror Stage

The child sees its image, generally in mirror, and realises that what it is seeing is somehow itself – Lacan called it as a 'mirror stage' – a state being of child development of an ego when the child between 6-18 months (Lacan in Eagleton, 1983, p. 142). Lacan views the ego as an imaginary product of unconscious. Then, Lacan investigate toward the way a subject absorbs the illusion of ego, so that the ego sense a reflected stable self of an 'I' by finding that 'I' reflected back to ourselves by some object or some one in the world (Lacan in Eagleton, 1983, p. 143).

Lacan refers to the mirror stage as it prefigures between disaffection or alienation and subjectivity (Vilanova University, n.d.). Self recognition through the mirror is really affected (for children between six to eighteen months) in three effective ways. At first, the child who is together with an adult is so confused with his/her reflection on a mirror. In the second phase, the child understands that the

reflection is not a real thing. The last phase, it realizes not only the reflection is a reflection, but also the image of its own is different from the image of the other (Vilanova University, n.d.).

Lacan (as cited in Tyson, 2006, p. 27) claims that the mirror stage is a world of image; the world full of perception because the sense of child itself becomes the illusion of control over the environment and perceives itself as an inseparable part.

2.5 Disability

World Health Organization (WHO) in Understanding the Disability – chapter 1 (2016) gives a brief explanation of disability in history especially in the United States. Historically, people with disabilities have been provided by the solutions that separated them, such as residential institutions and special schools. The tendency to see disability as human rights had been rising in 1970, caused by the largely of the people organization with disability, and changed the perspective to disability person. The United Nations *Standard Rules on the Equalization of Opportunities of Persons with Disabilities* have incorporated the human rights of people with disabilities, culminating in 2006 with the adoption of the United Nations *Convention on the Rights of Persons with Disabilities* (CRPD) (Understanding Disability, 2016, p. 3).

In the context of health, disability is any restriction, lack, or impairment of ability to perform such activity within the range considered normal for a human being (WHO Geneva, 1980, p. 143). Disability is characterized by deficiencies of

behaviour and customarily performance, this act may be temporary or permanent, and progressive or regressive. Disability represent objection of impairment or as a response by the individual, particularly, psychological and physical.

Disability is focused on abilities of activities and behaviours in everyday life. For examples, include disturbance in personal care such as ability to feed him/her, in the performance of activities in daily living, and in locomotor activities such as ability to walk, run, or grab a thing.

Anti-Defamation League (ADL) in 2017 give a brief explanation of how disability people suffered and reach their equality as a mankind for centuries in America. People with disabilities have had to fight against harmful stereotypes, minnorities oppression, biased assumptions, and many irrational fears. This oppression to people with disability resulted in the social marginalization and left them in impoverishment for centuries in America.

In the 1800s, people with disabilities were tragic, pitiful and unabale to socialize, they often serve as objects of circuses and entertainment. They were assumed to be abnormal and mindly retarded. The marginalization of people with disability continued until World War I when veterans with disabilities expected for rehabilitation in exchange for their service to the US. Franklin D. Roosevelt, the first president with a disability was a great advocate for rehabilitation of disability people, but still believe that disabilities was an abnormal condition and should be cured.

In the 1960s, the civil rights movement for people of disability began to take an opportunity. The struggle for disability rights movement has followed similar pattern to many civil rights movement – in order to rallying for political or lobbying for determination of minority group. The education for All Handicapped Children Act was passed to guarantee equal access for children with disabilities. This act happened in 1975, when legislation that every child had a right education and mandated the full inclusion of children with disability.

After decades, the Americans with Disability Act (ADA) was passed in 1990, guaranteed the equal treatment and access of people with disability in employment and public accommodation. Until this day, the promise of the ADA is yet to be fully realized, but the disability rights movement continues to make an empowerment and self determination of American with Disabilities (ADL, 2017).

2.6 Raquel Jaramillo Palacio

Raquel Jaramillo on the pseudonym R.J. Palacio is an American author was born on April, 05 in New York City. She lives with her husband, two sons, and two dogs. Several years ago, a chance happened with an incident with an extraordinary little girl who has a craniofacial difference in front of an ice cream store with her two sons – Caleb and Joseph – Palacio rushed her children away from the little girl and later felt badly about her reaction. On that night, a song that honouring children with disability titled ‘Wonder’ by Natalie Merchant inspired her to write her debut novel (Statesman, 2014).

Palacio had worked for more than twenty years as an art director, graphic designer for book jackets and developing children's book for publishers while waiting for the perfect time in her life to start writing her own novel. Her mother, Nellie Palacio, died 11 years before the book was published on February, 14. She honors her by taking her mother's name as her pseudonym (Statesman, 2014).

Palacio confirmed for a movie has been made by the producers of 'The Hunger Games' and has recommended a 10-year-old with child with *craniofacial deformity* to play a role as August Pullman the main character. Palacio had a big curious about how many thought August should be played by someone with the same anomalies instead of an actor and the audience voted for someone with a *craniofacial deformity* (Statesman, 2014).

2.7 Wonder

Wonder is a novel by Raquel Jaramillo Palacio published on 2012 about August "Auggie" Pulman, a ten year old boy living in New York City, was born with a facial deformity that has made it difficult for him to make friends. He lives with parents who always care with him, his older sister Olivia, and his dog named Daisy. He has been homeschooled up until the the fifth grade, but his parents have decided to enroll him to go to real school. Beecher Prep, a private school where Auggie's parents enroll him and take him to meet the principal, Mr. Tushman. Some of the kids who will be in August grade take him on the tour of school; Jack Will, Charlotte, and Julian.

August enjoys his school life even though many of the kids make a distance and stay away from him. He makes a friendship with a girl named Summer who always stays by his side, even in the canteen they make their own table, Summer's table. They talk about anything that they like such as Halloween. Halloween is August's favorite holiday because everyone covers their face with a unique mask. August is the one who enjoys it, on that day his face is covered and no one knows who the person behind the mask is. August thought he is as close to 'normal'. During his first Halloween holiday at school, he overhears Jack Will telling the others that he doesn't want to be friends with Auggie. This is really hard for Auggie, he feels betrayed by his own 'bestfriend' and makes a distinct rift in their friendship.

Jack realizes that Auggie overheard what he said, and he misses his friendship honestly. Jack feels that Auggie meant so much for him as a bestfriend and they become friends again, although the other kids in school avoid him as a result of the friendship.

The entire fifth grade goes on a nature retreat, while they are back from the woods for pee during the movie scenery, strange kids bully Auggie with mocking his face is like an Alien. Miles, Henry, and Amos come out from nowhere and save Auggie's life like an Emperor's guide and it creates a new bond among them. Word spreads out around school regarding the situation, and everyone begins a new perspective about Auggie. Auggie feels like he never before and other kids see how smart and funny Auggie is.

At the end of the fifth grade, Auggie and his classmates celebrate their graduation. It's a blissful time, and Auggie shows that he is really growing up. Mr.

Tushman as a principal speeches to the audience of the commencement about the importance of being kinder is necessary. He emphasizes about courage, kindness, friendship, and character. When the times to give out awards come, Auggie gets the most prestigious awards, Henry Ward Beecher Medal for his braveness. Everyone cheers him and gives him a standing ovation. On the way to back home, he thanks to his mother for making him to go to school always gives him a warm love and strong spirit. She thanks him for being a wonder.

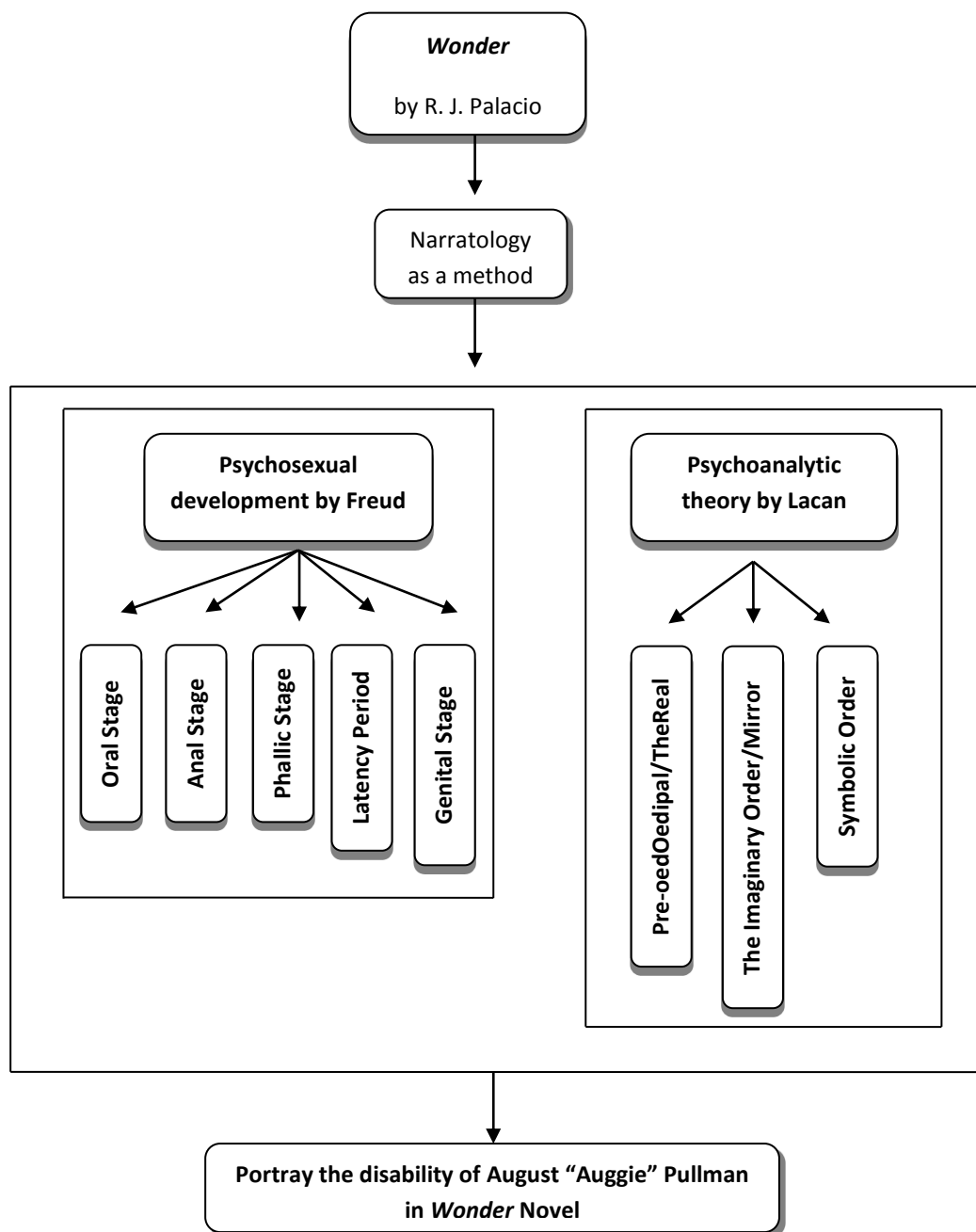
2.8 Theoretical Framework

The purpose of this study is to contribute to research on the portrayal of psychosexual development by developing a psychosexual perspective using Freudian psychoanalytic theory and Lacanian mirror stage theory as an approach and method. This research concentrates on the portrayal of psychosexual development of the main character in state of his daily life. The main character will be the focus to find out how disability person is portrayed by psychosexual development and mirror stage.

Psychosexual development by Freud and Mirror stage of Lacan theories are chosen for approach of this study due to their focus on psychoanalysis. For Freud psychosexual development is an important part of the psychodynamic personality theory that develops human life. In state of Lacan children development is relevant to all those concerned with the question of the human subject. Therefore, the psychoanalysis theory of Freud and Lacan are used to

bring out the psychosexual development of the main character in this novel. The narratology is expected to help the researcher finds the meaning behind every character's thought and feeling that can construct the psychosexual development of August Pullman as disabled person.

The chart of the theoretical framework



This chart is explain the way the writer conduct this research in order to find the portrayal of psychosexual development in August “Auggie” Pullman as a disabled main character using psychosexual development by Sigmund Freud and mirror stage theory by Jacques Lacan. The first step is the writer will break down into each chapter summary and clasify the sentence that contain the portrayal of psychosexual development based on Freudian psychosexual development and Lacanian mirror stage. After clasify in each chapter in the novel the writer will find the form of portarayal practices to disability person especially in August “Auggie” Pullman.